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**PROPOSED COURSE CHANGES AT THE UNIVERSITY OF IOWA**

**Action Requested:** Consider approval of the request by the University of Iowa to implement the proposed course changes.

**Executive Summary:** The Regent universities submit an annual report of course changes, including the addition and elimination of courses, and changes in department numbers, course numbers, course titles, and semester hours. This information is critical for updating the universities' General Catalogs. The University of Iowa's report covers changes made in course offerings since Spring 2013. Since the last report, the University added 351 courses to the curriculum and eliminated 201 courses, for a net increase of 150 courses. The University's proposed course changes do not include requests for new programs of study.

The net increases occurred primarily in the Colleges of Medicine and Education, and University College.

- ❖ The College of Medicine will fully implement a new curriculum for entering students in Fall 2014. The new curriculum includes three strands; two of the three major strands began for students entering in Fall 2013.
- ❖ The College of Education includes changes to meet accreditation requirements in the Couple and Family Therapy Program and certification requirements.
- ❖ University College includes course changes which align the Study Abroad offerings with each study abroad program. The Career Center programs added new courses aimed at preparing students for internships and jobs after graduation.

The proposed course changes have been reviewed by the Board Office and the Council of Provosts and are recommended for approval. This report addresses the Board of Regents Strategic Plan priority to provide "educational excellence and impact" and Goal #8 "Iowa's public universities and special schools shall be increasingly efficient and productive."

**Background:**

Course changes are an ongoing function of the University to reflect changes in occupational fields, changes in faculty specialties, developments in fields of study or disciplines, scholarly vitality of the faculty, changes in educational needs of students, or other needs determined by the University.

The following summary describes trends that underscored the proposed course changes in the colleges:

- ❖ The ***College of Dentistry*** conducts a continuous review of the Doctor of Dental Science (D.D.S.) curriculum as outlined in the Curriculum Management Plan to eliminate unwarranted repetition and redundancies and specify the proper sequencing of courses. No D.D.S. curriculum changes were made during 2013.

- ◆ The **Carver College of Medicine** will fully implement a new curriculum for the entering class of Fall 2014. The new curriculum includes three strands – Clinical Professional Skills (CAPS); Medicine and Society (MAS); and Mechanisms of Health and Disease (MOHD). These strands improve the integration of basic sciences with clinical application and experience to maximize learning and skill building.

New courses that will be implemented in the 2014-2015 academic year include Foundations Block; Mechanisms of Health and Disease I, II, and III; Clinical and Professional Skills III; and Medicine and Society III.

The Strand Directors oversee the sequencing of concepts and the integration of basic science and clinical material across the four years of the curriculum. They work closely with Course Directors who design, develop, and implement content and courses within curricular blocks. Course Directors sharing course responsibilities during the same semester coordinate the timing and integration of content within that semester.

- ◆ The **College of Nursing** approved a shift from a practicum to a project in the Professional Role IV for the RN to BSN program. The impetus for the curricular change came from RN-BSN students and practice settings' desire for a project related to an agency issue or initiative where the student is employed. Employers and students indicated that a local project would offer a more meaningful option than a practicum experience at another agency. There was no change to the overall number of semester hours in the program. The revised Professional Role IV course streamlines the RN-BSN curriculum and will help the College increase RN-BSN enrollment by 25% as specified in the 2014-2016 Strategic Plan. The first cohort of students who will have completed the new curriculum will graduate in May 2014 and will sit for the NCLEX exam in Summer 2014.

In the graduate curriculum, the College transitioned the (MSN:CNL<sup>1</sup> program to a post-BSN program. In Spring 2013, the last two students of the pre-licensure MSN:CNL program graduated; these were the last students of the "bridge program," which provided a way for the MNHP (professional masters) graduates to earn an MSN without retaking coursework they completed in their pre-licensure professional masters. The last pre-licensure students graduated in July 2012. A modification to the MSN:CNL curriculum will be presented to the Iowa Board of Nursing for approval this summer. The College will follow through with curricular changes in the 2014-2015 academic year.

The College is planning to develop an acute nurse practitioner specialty in the Doctor of Nursing Practice (DNP) program. The College will submit requests for new courses in the 2014-2015 academic year. The Ph.D. program continues to support current areas of scholarship strength (gerontology, healthcare systems/implementation science, pain/system management, genetics) and developing emerging areas (biomarkers, informatics/large set data sets, technology at the point of care). The Ph.D. program adopted ifolio (electronic database) to help students document benchmarks and standards that have been met.

- ◆ The **College of Pharmacy** added no new courses to the Pharm.D. curriculum. An electronic web based course syllabus template is in development for use in 2014-2015. The new template will link course objectives with Pharm.D. learning outcomes and content topics required by the Accreditation Council for Pharmacy Education. Information in the syllabus will allow direct mapping of the curriculum. The name of the Contemporary Issues

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<sup>1</sup> Master of Science in Nursing: Clinical Nurse Leader Program.

and Leadership course was changed to Leadership and Political Advocacy to represent the course content more appropriately.

- ◇ The **College of Public Health** added seven new courses – Comparative Effectiveness Research Methods for Observational Data; Scholarly Integrity in Biostatistics; Scholarly Integrity in Biostatistics for Postdocs; Analytics for Healthcare Management; Contemporary Issues in Health Policy; Health Policy Analysis; Agricultural Safety and Health: Practice, Research Methods, and Policy. The College dropped six courses – Microarray Data Analysis; Design of Sample Surveys; Statistical Data Mining in Public Health; Community Development in Public Health; Anthropology and International Health; and Global Environmental Health.

The Department of Health Management and Policy established a new Executive Master of Health Administration Program to provide working professionals with advanced knowledge and skills to lead multifaceted health care organizations, emphasizing inter-professional teams. The College continues to look for opportunities to provide public health education to undergraduates. The undergraduate course, Fundamentals of Public Health, was offered on campus in Fall 2013 and online in Spring 2014 with higher than expected enrollment. The College now has five approved undergraduate to graduate degree programs and is in the process of developing an undergraduate to graduate degree program with Grinnell College.

- ◇ The **College of Liberal Arts and Sciences** (CLAS) created 188 new courses and removed 95 out-of-date offerings. The faculty continues to update the curriculum to meet student needs. For example, in 2015, the Medical College Admission Test (MCAT) will require students to have a greater knowledge of the social sciences; therefore a number of the new CLAS courses address that requirement. The College has offered more writing courses across the curriculum. The Nonfiction Program in English, which administers the first-ranked graduate program in the nation, created a new series of nonfiction writing courses for undergraduates.

Faculty continue to add practice experiences for undergraduates with opportunities for hands-on learning whenever possible; English added a course on career exploration for its majors and other departments added practica and internships. The interests of international students have influenced course offerings with a rising interest in the study of other languages, especially Korean and Japanese which are of special interest to Chinese students. Many international students enroll in literature and cultural courses related to China or their home country and in European language courses.

CLAS faculty members continue to respond to new knowledge in their research fields. For example, Religious Studies is a part of the new digital humanities initiative which resulted in courses such as “Digital Media and Religion” and “Digital Archaeological Modeling” which allows students to access materials electronically and to use new tools. The Department of Psychology continues to close the gap between the sciences and social sciences with its research in learning, cognition, and the brain, as shown in its cluster of new courses related to information processing and MRI methods and applications. Curricular changes ensure that CLAS programs continue to develop the newest research and to explore the latest ideas in the classroom, thus embodying the College’s dual mission of research and teaching, serving Iowa and its people.

- ◇ The **Tippie College of Business** curricular changes are primarily in the Departments of Management Sciences and Economics and the School of Management. For example, in Economics, some of the new courses resulted from new faculty with expertise in a specific area. In the School of Management, new courses resulted from a reorganization of the Leadership, Ethics, and Professionalism (LEAP) component of the MBA curriculum. The course *Business and Culture in China* was added as part of the College's strategic plan to increase opportunities for students to study abroad, particularly in Asian countries. It also reflects a trend toward increasing experiential learning options for students as part of a new initiative, the Tippie Experience, which will require Tippie students to complete an international or experiential component as a condition of earning their BBA degree. The course Social Media Marketing adds content to the undergraduate Marketing curriculum in a new and increasingly important area.
- ◇ The **College of Education** added courses to meet accreditation requirements in the developing Couple and Family Therapy Program. Two new courses enhance the Human Relations minor, while three others were added to enhance research skills. Four courses were added to create a sequence to prepare students in China to sit for a certification exam. The College of Education continues to make progress in reviewing and revising course offerings to effectively address the certification, licensure, and accreditation requirements of various constituents in keeping with its vision to prepare world-class leaders, scholars, inventors, educators, psychologists, and counselors.
- ◇ The **College of Engineering** offers six undergraduate programs (Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering) in five academic departments. During the past year, the undergraduate programs made modifications in their course offerings to enhance their undergraduate curriculum, and provide preparation for juniors who will enter their senior year capstone projects. New courses, which are generally advanced topics significant to the graduate students' research and professional development, were created to support the graduate programs.
- ◇ The **Graduate College** added 20 courses in Immunology, International Writing Program, Translational Biomedicine, Center for the Book, and Urban and Regional Planning. One course in Immunology responds to student interest to gain experience in writing scientific papers and grant writing. One course in the International Writing Program offers professional experiences for students interested in arts management and international literature. One course in Translational Biomedicine shows how research experience translates into clinical practice and shows the translational impact of independent research. One course in the Center for the Book offers creative writing in the context of book arts; text and image, typography, visual sequence, graphic narrative; zines, chapbooks, broadsides, and artist's book. One course in Urban and Regional Planning studies the global historical, political, economic, urban, and cultural aspects of megacity development, including planning methods to address contemporary and emerging issues.
- ◇ The **College of Law** continues to develop its curriculum to reflect the needs of students and the strengths of faculty. Some of the new courses, such as the Courts Colloquium, Legal Practice Capstone, Advanced Legal Research Methods in Specialized Subjects, and Legislation, resulted from opportunities created by faculty and visitors, expanding fields of study and engagement by full-time faculty, and expertise of adjunct faculty.

Some of the dropped courses relate to the school's long-standing emphasis on international and comparative law. Some of the courses in that area were taught as part of the London Law Consortium which the College manages, and to which six other law schools contribute faculty on a rotating basis. The non-Iowa faculty members teach valuable comparative/international courses that they bring from their home institutions. SUI faculty approved those courses because the London program students received credit for them. They are not likely to be taught more than once because most of those faculty members do not return to teach in London again.

Other courses are dropped as part of the response to the standards of the American Bar Association, the College's accrediting agency. In compliance with consumer information standards, the College includes only courses offered during the two prior academic years or the current one on the online Guide to Courses. In keeping with the spirit of the ABA standards, the College includes in the (unpublished) Active Course List only those courses offered during the last four years or that the College anticipates offering in the coming year. This accounting change, together with a reduction in the number of full-time faculty, resulted in a relatively large number of dropped courses.

- ◆ **University College** is an administrative unit that houses courses intended for all undergraduate students at the University independent of their college of enrollment. These include courses offered by the Honors Program, Study Abroad, and Pomerantz Career Center. University College also offers two distance education degrees, Bachelor of Applied Studies and Bachelor of Liberal Studies, and is responsible for a number of pre-college courses and programs.

In order to align its offerings with best practices, the Office for Study Abroad created a course for each study abroad program; this necessitated creating a new course when a new study abroad opportunity occurred. The Career Center programs added new courses aimed at preparing students for internships and jobs after graduation. Leadership Studies became the home for several internship and leadership courses aimed at specific populations, such as resident assistants working for Residence Life and students participating in the Xicotepec spring break service opportunity.

One course in College Success Initiatives is an orientation course for international students; two others are associated with the Law and Legal Study and the First-Year Hawks Living-Learning Community. Undergraduate Research Experiences is a new designation. This department created six new courses that will enable the University to track student participation in research opportunities with faculty members. Although University College is not a traditional college, its purpose is to provide a home for courses that do not fit into more traditional departments or cross collegiate boundaries.

UNIVERSITY OF IOWA  
SUMMARY OF PROPOSED COURSE CHANGES BY COLLEGE  
MARCH 2013 TO MARCH 2014

	New	Drop	Net Result on Active Courses	Course Identity Changes	Title Changes	Sem. Hr. Changes
<b>Health Colleges</b>						
Dentistry	1	2	-1	0	0	0
Medicine	64	10	+54	0	4	4
Nursing	0	0	0	0	0	1
Pharmacy	0	0	0	0	1	2
Public Health	7	6	+1	1	0	3
<b>Total</b>	<b>72</b>	<b>18</b>	<b>+54</b>	<b>1</b>	<b>5</b>	<b>10</b>
<b>Other Colleges</b>						
LAS	186	95	+91	8	46	35
Business	7	16	-9	0	2	3
Education	16	17	-1	0	3	5
Engineering	9	2	+7	0	0	2
Graduate	11	12	-1	0	2	0
Law	9	18	-9	0	4	2
Univ. Coll.	41	23	+18	9	3	1
<b>Total</b>	<b>279</b>	<b>183</b>	<b>+96</b>	<b>17</b>	<b>60</b>	<b>48</b>
<b>Grand Total</b>	<b>351</b>	<b>201</b>	<b>+150</b>	<b>18</b>	<b>65</b>	<b>58</b>